2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal ___Mrs. Karen Ortiz___
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ___Columbian Elementary School___
(As it should appear in the official records)

School Mailing Address___1202 Bradgon Avenue___
(If address is P.O. Box, also include street address)

Pueblo   Colorado   81004-2806
City   State   Zip Code+4 (9 digits total)

County ___Pueblo___ School Code Number as Assigned by State* ___1828___

Telephone (719) 549-7525   Fax (719)   545-0439

Website/URL_www.pueblo60.k12.co.us   E-mail _kortiz@pueblo60.k12.co.us_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_February 7, 2005___
(Principal's Signature)

Name of Superintendent* ___Dr. Joyce F. Bales___
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___Pueblo School District 60___   Tel. (719   ) 549-7148

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_February 7, 2005___
(Superintendent's Signature)

Name of School Board
President/Chairperson ___Mrs. Kathleen Kennedy___
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_February 7, 2005___
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

         22 Elementary schools
          6 Middle schools
              Junior high schools
          4 High schools
          1 Alternative High school
          4 Charter Schools
        37 TOTAL

2. District Per Pupil Expenditure: $7,868

    Average State Per Pupil Expenditure: $10,151

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [X]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [   ]   Small city or town in a rural area
    [   ]   Rural

4.   4   Number of years the principal has been in her/his position at this school.

            If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	16	10	**26**		**7**			
K	35	22	**57**		**8**			
1	23	27	**50**		**9**			
2	18	29	**47**		**10**			
3	15	22	**37**		**11**			
4	29	26	**55**		**12**			
5	19	18	**37**		**Other**			
6	5	13	**18**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**327**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   24 % White
    the students in the school: 2 % Black or African American
                                          71 % Hispanic or Latino
                                          0 % Asian/Pacific Islander
                                          3 % American Indian/Alaskan Native
                                          100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year (2003-04): ___36___ %

    (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1, 2003 until the end of the year.	56
(2)	Number of students who transferred *from* the school after October 1, 2003 until the end of the year.	60
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	116
(4)	Total number of students in the school as of October 1	324
(5)	Subtotal in row (3) divided by total in row (4)	.36
(6)	Amount in row (5) multiplied by 100	36

8. Limited English Proficient students in the school: __2___ %
                                          __8___ Total Number Limited English Proficient
    Number of languages represented: ___1___
    Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ___90___ %

        Total number students who qualify: _294_

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ____24____%

                                ____79____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_55_ Specific Learning Disability
____Hearing Impairment	_16_ Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness
_8__Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff 2004-2005

	Full-time	**Part-Time**
Administrator(s)	1	_____
Classroom teachers	14	_____
Special resource teachers/specialists	12	_____
Paraprofessionals	4	_____
Support staff	9	6
Total number	**40**	**6**

12. Average school student-"classroom teacher" ratio for 2004-05:   PreK-6 = 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	93%	93%	95%	94%	94%
Daily teacher attendance	95%	95%	96%	93%	93%
Teacher turnover rate	23%	20%	32%	28%	24%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The excitement in the air at **Columbian Elementary** is tangible. School begins with morning announcements that include pertinent daily information, and provide a reflection on the month's core virtue. Our curriculum includes language arts with specific reading instruction, math, science, social studies, health and physical education, computer instruction, character education, and music. School days end with a wide variety of extra-curricular activities including reading, writing, science, physical activities, individual and small group tutoring as well as building a significant relationship with a caring adult.

Columbian Elementary is a Title I Schoolwide site located in Pueblo, Colorado. Founded in 1892, rebuilt in 1956, we have been serving the Pueblo community for more than a century. Our mission and vision statements say it best: *"The mission of Columbian Elementary School is to provide a quality education for all students. We commit to educational excellence. Together we shall succeed and our efforts will be reflected in every student."*

We take great pride in making all students and their families feel welcome and valued at Columbian. Quantitative and qualitative feedback indicates that we are meeting the needs of our school community. Ideas are discussed at parent meetings, community meetings, and staff meetings.

We serve 327 students in preschool through sixth. There are approximately two classrooms per grade level with an average of 23 students in each class. The ethnic composition of the school is 71% Hispanic, 24% White, 3% American Indian, and 2% Black. Ninety percent of our students take advantage of our free and reduced price lunch program.

Our teachers give freely of their time and talent. In emergency situations, the entire staff is galvanized to collect money, food, and clothing or provide services to families in need. Teachers work with students and meet with parents at lunch and before or after school hours to ensure every child's needs are met. Staff members receive support from each other and feel they are part of a team that is truly making a difference in the lives of our children.

Columbian's success can be attributed to district and building leadership, research-based instructional practices, professional development, and an inclusive family environment. District 60, under the leadership of Dr. Joyce Bales, has been the driving force of our academic learning. Our district became the first public school district to use a research-based approach, including intensive intervention, as the basis of its reading program.

Our school principal, Mrs. Karen Ortiz, is an exceptional leader who is known for her compassion and sensitivity. Her commitment to our children is staunchly evident. She works to assure excellence for our school community. Her ability and willingness to take risks and to be on the cutting edge have created a climate at Columbian where the staff is also encouraged to learn and attempt new ideas and strategies.

Columbian Elementary has created an inclusive family environment. Staff members work together to strengthen the home-school connection. Parent workshops provide ideas and techniques for families to help their children with reading, language arts, mathematic, and homework. Parents volunteer in the classrooms, lend a hand in the media center, and assist with the decision-making process by serving on the Title I Schoolwide Planning Committee. Open House is attended by 97% of the families, and parent conferences are held with 100% of the parents participating.

The teachers and staff at Columbian Elementary School strive to help students overcome social stigmas and historically low expectations. We encourage students to "Reach for the Stars." Our character education program develops responsibility in our students and learning community. Students perform acts of virtue every day, and every student can identify the Columbian Thunderbolts SPARKs – **S**elf control, **P**ositive interaction with others, **A**ppropriate social behaviors, **R**espectful speech, **K**eep safe boundaries.

Columbian Elementary is an exciting school, which offers quality-learning experiences in an atmosphere of cooperation and commitment to excellence. The success of our programs is evident in the remarkable gains made in student achievement on state assessments from 2002-03 to 2003-04: 3rd grade reading – 14 percentage point gain; 4th grade reading – 24 percentage point gain; 5th grade reading – 17 percentage point gain; and 5th grade math – 20 percentage point gain (See pages 13-16). In every instance, we made greater gains than the state.

Our cooperative effort is our greatest strength as we learn and grow together in a community where everyone values children, education, and the pursuit of excellence. Our partnership is a clear basis for our success and the quality of work achieved by students as they "Reach for the Stars".

PART IV – INDICATORS OF ACADEMIC SUCCESS
Meaning of Assessment Results

The Colorado Student Assessment Program (CSAP) is a standards referenced assessment, which reports student results in relation to Colorado's content area standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement and program effectiveness in reading, writing, and mathematics. The Colorado Student Assessment Program reports four performance levels for all state assessments: *Unsatisfactory, Partially Proficient, Proficient, and Advanced Proficient.* These performance levels are reported at state, district, school, and subgroup levels. The state assessment program does not report results for any subgroup containing less than 16 students. Seventy-six percent of Columbian's students are considered minority students; therefore disaggregated results reports by ethnicity reflect only Hispanic students.

Much of Columbian's success in reading and math can be attributed to district and building leadership, data-driven instructional practices, intensive intervention, and professional development. Research-based instructional practices aligned to the Colorado Model Content Standards are at the heart of Columbian's approach. Our curriculum, which undergoes constant assessment and revision at the district and building level, provides a storehouse of resources and enrichment activities that drive instruction.

In analyzing disaggregated data, we are proud to highlight 2003-04 as a year that showed a significant increase in achievement when compared with the previous year. The following data for students *"Proficient and Advanced Proficient"* demonstrate those increases: 3rd grade reading 69% in 2002-03 to 83% in 2003-04, 4th grade reading 63% in 2002-03 to 87% in 2003-04, 5th grade reading 57% in 2002-03 to 74% in 2003-04, and fifth grade mathematics 47% in 2002-03 to 67% in 2003-04 (See pages 13-16).

Columbian's Hispanic students rated *"Proficient or Advanced Proficient"* significantly exceed the state average for 2003-04 as illustrated by the following scores: 3rd grade reading – Columbian 91%, state 54%; 4th grade reading – Columbian 89%, state 40%; 5th grade reading – Columbian 69%, state 47%; and 5th grade math – Columbian 61%, state 37%.

While we are very proud of our students who scored *"Proficient and Advanced Proficient"*, there is another category of students who also worked diligently to progress in reading during 2003-04. Of Fifty-one 3rd grade students and forty-eight 4th grade students tested in reading, none scored in the *"Unsatisfactory"* category. Forty-six 5th grade students were assessed, and only one student scored in the *"Unsatisfactory"* category.

Columbian is one of five District 60 schools recognized for making the greatest gains in 3rd and 4th grade reading since the initial year of state testing. Reading scores for Columbian's students *"Proficient and Advanced Proficient"* have soared. Third grade scores increased from 49% in 1997-98 to 83% in 2003-04, fourth grade increased from 21% in 1996-97 to 87% in 2003-04. Furthermore, we are one of five District 60 schools to make the greatest gains in 4th grade writing – 15% in 1996-97 to 72% in 2003-04.   Columbian Elementary School is the *only* school in District 60 to excel in all three categories.

Columbian Elementary School is a "Schoolwide" Title I school with a consistently high percentage of students eligible for free or reduced price meals – 88% in 2003-04 and 90% in 2004-05. For this reason, assessment results are typically not reported by socio-economic status; however, when student performance on all assessments (reading, writing, and mathematics) for all grade levels is combined as a single school composite score, the percentage of Columbian students rated *"Proficient or Advanced Proficient"* significantly exceeds the state average for the socio-economic cohort of similar schools. Columbian's CSAP school composite (69%) is thirty-seven percentage points higher that the state cohort (32%). Moreover, when comparing students rated *"Proficient or Advanced Proficient"* in reading and math, Columbian's *"Economically Disadvantaged"* subgroup is significantly higher than the *"Free and Reduced Lunch"* subgroup at the state level: 3rd grade reading – Columbian 84%, state 59%; 4th grade reading – Columbian 86%, state 42%; 5th grade reading – Columbian 74%, state 49%; and 5th grade math – Columbian 67%, state 38%

Source: Colorado Department of Education, http://www.cde.state.co.us/

Using Assessment to Understand and Improve Student/School Performance

We strive to meet the diverse learning needs of all students. The decisions involving both understanding and improving our students' and our schools' performance is driven by data. We continuously evaluate our strengths and areas in need of attention. Our goal is to refine the processes involved in the implementation of standards, assessment, and instructional delivery. At Columbian Elementary, programs are designed to address the needs of all students, especially the historically underserved population.

All evaluative data is utilized to ascertain and prioritize the best available educational strategies for students. Results from the Colorado Student Assessment Program tests, the District Quarterly Achievement Report, Lindamood-Bell assessments, Accelerated Reader reports, SuccessMaker Math Lab reports, grades, informal reading & math inventories, Individual Learning Plans (math and reading), and teachers' anecdotal records are reviewed by both vertical and horizontal teams of teachers to evaluate progress, build on strengths, and eliminate weaknesses.

With tools to assess student learning and mastery, we make placement decisions and provide targeted instruction to help each student succeed. Staff, students, and parents work together to identify student needs and formulate plans to meet those needs. This is done through the use of grade level meetings, student/teacher conferencing, assessing a body of evidence, teacher observation, student self-assessment, and goal setting.

Faculty members also work to ensure that all assessments align with our district curriculum objectives, as well as Colorado's model content standards. Our goal is to make certain that our curricula meet the highest standards possible, basing modifications to our instructional program on student achievement. When progress is slow or gaps between student groups are noted, our review is extensive and examined for indicators of needed improvement. Possible solutions are discussed and agreed upon in order to help students and teachers improve performance.

Our careful, continuous consideration of data is viewed as a positive task that assists us in improving instruction and ultimately enhances the learning process. The latest Colorado School Accountability Report, in which Columbian is rated "*High*", up from an "*Average*" rating last year, confirms improvement in student and school performance.

Communicating student performance

Communication with parents and the community is achieved in a large variety of venues. We regularly communicate assessment results with parents, students, and the community. Columbian staff members conduct home visits, initiate phone calls, send notes home, and encourage parents to spend time at school. Quarterly newsletters address specific activities for parents and family involvement. The newsletters also provide parents with testing schedule updates and notices of upcoming school events.

We have established a comprehensive plan that identifies the needs and concerns of students and parents. We conduct a school orientation during our Open House in the fall and as families register throughout the year. Through the Teacher Support Team, School Improvement Team, classroom teachers, resource teachers, and our Project Respect Community Advocate, student needs are identified throughout the year and services are initiated.

Parents receive annual individualized student reports for the Colorado Student Assessment Program. Report cards are distributed quarterly at parent-teacher conferences. Conferences are scheduled during the day and in the evening to accommodate parents' schedules. The principal, teachers, and our Project Respect Community Advocate make home visits to discuss the progress of students. Progress reports are also sent to all parents of children not at mastery level. Those students not at grade level are placed on an Individual Learning Plan (reading and/or math) and monitored closely.

Colorado Student Assessment Program test results, the Colorado School Accountability Report, and the annual Report to the Public are published in the *Pueblo Chieftain* and *The Communicator*, a District 60 newsletter. Reports are available to the community through the school office. Our Web site contains the school mission statement, assessment data, partnerships, community initiatives, curriculum, and contact information.

Sharing Success with Other Schools

Columbian's staff members welcome opportunities to share successful strategies and practices. Our teachers share with colleagues throughout the district and across the state. Our aim is to help teachers, schools, and districts in their implementation of best practices.

In order to influence the learning opportunities for all students, staff members have made consistent efforts to share successful practices with other educators by serving as trainers, presenters, and educational leaders in a variety of capacities. Examples include: the Leadership Team who was invited to present at Colorado's first Reading Summit, a teacher who is a trainer for writing, and teachers who have presented at District 60's professional development days.

Faculty members also share research-based practices with student interns. Students from Colorado State University-Pueblo elect to complete observation hours and student teach in Columbian's classrooms, noting unique strategies and techniques to share in university classes.

We receive numerous compliments on the teaching strategies, the cooperation between the students, and the caring atmosphere of our school. Superintendent Bales has encouraged principals within our district to visit our school to observe effective teachers and administrators in action. Most visitors are eager to return to their schools and emulate what they observed.

Sharing is a way of life for Columbian's students and staff. Staff members continually search for ways to help every child succeed. We will continue to share our successes with other schools via our school newsletter, phone calls, e-mail, and our Web site, where data as well as best practices will be posted. Providing teachers with ideas for effective learning activities and replying to specific questions will be done on a continuing basis. We believe that through open communication and cooperative efforts with colleagues, we forge and foster the vital links between districts that characterize today's successful schools.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

High expectations are held for all students including our Special Education and Limited English Proficient students. Columbian provides a comprehensive and challenging curriculum that fosters effective communication, creativity, critical thinking, and problem solving. A transition has taken place from a traditional curriculum of rote memorization to a more active, process-oriented approach to learning. Reading, writing, and mathematics are not taught in isolation but are integrated throughout our entire curriculum. Our curricula include:

Reading - *Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Accelerated Reader*, and *Early Literacy STAR* (K-2): A model literacy program which enables students to become proficient in the selection, comprehension, and application of literature, enabling learners to participate in multidisciplinary learning. Our multisensory model uses whole group, small group and individualized instruction, early intervention, and flexible guided reading groups.

Writing - *Writing Alive*: Students use writing as a means of clarifying thinking. This process involves prewriting, drafting, feedback, revising, peer editing, individual editing, final drafting, and evaluating.

Math - *Glencoe, Scott Foresman-Addison Wesley,* and *Success Maker Lab*: Our math curriculum is based on the National Council of Teachers of Mathematics standards. Students experience mathematics in the context of authentic situations. They learn to value math, become confident, and reason mathematically. Hands-on activities, math manipulatives, inquiry-based lessons, active problem solving, and courseware applications are effectively used in instruction.

Science - *FOSS Kits*, and *Holt Reinhart Winston*: Columbian has a hands-on science program, which integrates reading, writing, and math. Students explore life, earth, and physical sciences. Using National Science Teachers Association Standards, our full time science teacher uses inquiry-based lessons to encourage students to do creative problem solving.

Social Studies - *Macmillan McGraw-Hill, Prentice Hall*, and *A Rendezvous with Colorado History*: Our social studies offering is based on Colorado Social Studies Standards, which includes American heritage, people in societies, world interactions, decision making and resources, democratic processes, and citizenship rights and responsibilities.

Technology: - Technology is not taught in isolation but is integrated throughout our entire curriculum. We have two computer labs with one dedicated to writing and research and the other dedicated to our *SuccessMaker* mathematics courseware. Our media specialist has written a research manual used with older students. Columbian was one of 151 elementary, middle and high schools nationwide to receive an HP Technology for Teaching Grant valued at more than $35,000.00.

Character Education - Columbian received a grant from U. S. Department of Education Safe and Drug Free Schools. Boston University and the LINK Institute collaborated in organizing the program by providing training, assisting in the implementation of the *Core Virtues Program*, and monitoring data. Core Virtues is a literacy-based character education program. This three-year program instills in our children a virtue each month. Before we can teach academic content, we need to teach diligence, responsibility, respect, gratitude, charity, faithfulness, courage, and hope.

The Arts – Students experience a wide range of art forms. Teachers provide students with many opportunities by integrating art into reading and writing activities. Music is interrelated with art and other curriculum. Columbian has cultivated a working partnership with the cultural and performing arts community by providing students with the opportunity to attend the Pueblo Symphony. In doing so, students broaden their cultural knowledge.

Health and Physical Education – We strive to have a balanced approach to the education of the whole child. Our after-school fitness program was cited by Dr. David Satcher, founding chair of *Action For Healthy Kids*, as an innovative physical activity program in Colorado. Our physical education teacher has been honored by the Colorado Association of Health, Physical Education, Recreation, and Dance (CoAHPERD) as an outstanding teacher. We are a participant in Colorado's Healthy Schools Initiative and have instituted many of their recommendations to increase student and staff wellness.

Reading Curriculum

Curriculum goals with specific learning outcomes have been established district-wide for reading at every grade level. To achieve these goals, teachers and reading specialists use a variety of formal and informal assessments. Teachers work together to monitor student progress with regard to established benchmarks and to provide early intervention for students in need. End-of-year assessments demonstrate gains made in yearly progress. The instructional design of our reading program ensures the time, duration, and instructional delivery necessary for student success. Our Reading Program consists of three tiers:

Core – Our Core Reading Program provides the base (basal) for literacy and is designed to enable 80% or more of students to attain Colorado Basic Literacy Act reading goals. *The McGraw-Hill Reading* adoption addresses the five components of reading in a systematic and explicit manner. The program is designed with 90 minutes of protected time and includes the use of leveled readers. Integration of the *Lindamood-Bell Learning Processes* into the Core Reading Program provides students with additional *Scientifically Based Reading Research* strategies and support.

Supplemental – This tier is often considered to be a 2nd daily reading lesson for students who are not making adequate progress. Programs and materials are designed to support the Core Program by addressing specific skill areas such as phonemic awareness or reading fluency. Instruction is differentiated and group movement is fluid and flexible. The *McGraw-Hill Intervention Kits* and specific *Scientifically Based Reading Research* strategies are used in small group instruction. Additional support, 20-30 minutes daily based on the needs of students, is provided through the *Scientifically Based Reading Research* strategies identified in the *Individual Learning Plan Manual*. *Accelerated Reader* is reading management courseware. It provides teachers with an effective way to monitor reading practice.

Intensive Intervention – The programs and materials in this tier provides intensive support for students performing below grade level. District 60 has adopted the *Lindamood-Bell Learning Processes*, which prescribes an additional 60 minutes in addition to 30 minutes of classroom instruction daily based on student needs.

Math Curriculum

Pueblo School District 60 has established curriculum goals with specific benchmarks for math at all grade levels. ***Scott-Foresman-Addison Wesley*** (K-6), ***SuccessMaker Math Lab*** (K-6), and ***Glencoe*** (6th grade) provide the foundation for our math curriculum. Our program is based on the most up-to-date research in effective mathematics instruction and assessment as reflected by the National Council of Teachers of Mathematics Curriculum and Evaluation Standards. It actively involves students as they learn and communicate about mathematics.

Our math program involves all students in a combination of whole class, small team, and individualized activities. It emphasizes critical thinking skills, the use of manipulatives in concept development and problem solving skills. Our program further attempts to stress the development of quantitative thinking and the understanding of mathematical relationships. Teachers foster in students a positive mental attitude toward mathematics, making math meaningful and enjoyable. The fundamental strands of the math curriculum focus upon the following: number sense, operations and computation, geometry and measurement, patterns and relationships, probability and statistics, and problem solving.

Columbian's program reflects a balance between the development of mathematics concepts and the introduction and maintenance of mathematics skills explored through real-world and process-type problem solving experiences. Problem solving and reasoning is the fundamental theme of instruction. Students experience mathematics in the context of authentic situations. They learn to value math, become confident, and reason mathematically. Hands-on activities, math manipulatives, inquiry-based lessons, and active problem solving are effectively used in instruction. Our math courseware is directly tied to the curriculum and is extensively used. ***Touch Math*** and ***Math Steps*** are programs used to support the course of study and excite students about math.

Our vision is to provide students with a set of mathematics basics that enable them to compute fluently and to solve problems creatively and resourcefully. We believe in a future in which all students have access to rigorous, high-quality mathematics instruction. Our curriculum is mathematically rich, providing students with opportunities to learn important mathematical concepts with understanding.

Instructional Methods to Improve Student Learning

Developing thoughtful and independent learners is our primary goal. Our program is dedicated to providing learning materials and instructional strategies to empower students to achieve this goal. Staff members are always researching ways to improve the school in order to obtain the highest rate of student achievement. This philosophy is the catalyst that drives our school-wide improvement effort. Teachers align district core curriculum outcomes with instructional materials and weekly instructional plans.

Our instructional program is rich in hands-on experiences. By utilizing a variety of instructional approaches: multisensory learning, learning centers, computer instruction, individualized instruction, cooperative learning groups, peer tutoring, reading circles, student centered writing workshops, journal writing and a research-based model for reading, teachers expect all of our children to become proficient in all subjects. Hands-on, inquiry based experiences are the norm for all students in our math and science classes. Technology is integrated into classroom instruction at all levels. Curriculum integration, scientifically based research practices, intensive intervention, and flexible grouping provide meaningful instruction to all students.

Teachers continuously monitor student progress. If a student experiences difficulty, our Teacher Support Team process ensures that there is appropriate intervention. Efforts to support our students are not limited to those who need extra help to be successful. Teachers design learning experiences that are rigorous and academically challenging for all students. To meet the needs of high ability students, the teachers provide plentiful opportunities for challenging activities with a focus on creative ideas.

A principal who is a strong instructional leader, collaboration between specialists and classroom teachers, the use of cross-grade level peer tutors, an infusion of multicultural materials, parent education programs, and the services of our Project Respect Community Advocate have assisted us in our quest to ensure *no child is left behind*.

Professional Development

Columbian's greatest asset is its faculty and staff's strong support for each other. Teachers at Columbian have informally mentored new teachers in a warm and nurturing atmosphere. Veteran teachers are paired with first-year and less experienced teachers. They provide support to ensure quality instruction and to suggest effective classroom strategies. The administration ensures common time for planning and close proximity of classrooms**.**

The culture of Columbian School promotes professional growth for the improvement of student achievement. As a faculty, we analyze various student assessments, teacher evaluation tools, and schoolwide programs to guide our educational pursuits. Formally and informally, teachers critique their students' performance as well as their own.

In addition to the schoolwide discussions of data, the principal meets both with grade level teams and individual teachers to discuss how to better meet the needs of students. Information obtained from those meetings, along with data from formal and informal observations, is used to develop individual professional development plans. Some of these plans deal with strengthening an individual teacher's ability to "reach" his/her students. Other plans focus on adding new skills or obtaining certification in a specific area such as English Language Learners.

Professional development for staff is a critical part of our program. Our school culture supports the concept of life-long learners. Professional development activities include a variety of learning experiences, new roles for teachers, active participation of all staff members, administrative support, and built-in evaluation. Professional development initiatives are based on the needs of the staff as whole, specific grade level needs, individual teacher needs, and student needs. District workshops are offered throughout the year for teachers and paraprofessionals. We also facilitate professional development activities at the building level.

Columbian Elementary School is committed to providing a rigorous, inspiring, and nurturing professional development program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the future.

Colorado Student Assessment Program Tests
Columbian Elementary School, 3rd Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	100%	88%	97%	90%	92%
Percentage of Students at or Above Proficient	83%	69%	76%	53%	72%
Percentage of Students at Advanced Proficient	2%	7%	3%	3%	2%
Number of Students Tested	51	44	44	62	51
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	3	2	6	0	1
Percent of Students Alternatively Assessed	6%	5%	14%	0%	2%
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	100%	86%	*N/R	N/R	N/R
Percentage of Students at or Above Proficient	84%	62%	N/R	N/R	N/R
Percentage of Students at Advanced Proficient	2%	0%	N/R	N/R	N/R
Number of Students Tested	45	29	N/R	N/R	N/R
2. Hispanic					
Percentage of Students at or Above Partially Proficient	100%	86%	96%	93%	86%
Percentage of Students at or Above Proficient	91%	68%	71%	56%	66%
Percentage of Students at Advanced Proficient	3%	4%	0%	5%	3%
Number of Students Tested	33	28	28	43	29
STATE SCORES					
Percentage of Students at or Above Partially Proficient	92%	93%	91%	92%	91%
Percentage of Students at or Above Proficient	74%	74%	72%	72%	69%
Percentage of Students at Advanced Proficient	8%	10%	11%	10%	7%

*N/R indicates Not Reported

Colorado Student Assessment Program Tests
Columbian Elementary School, 4th Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	100%	94%	88%	84%	87%
Percentage of Students at or Above Proficient	87%	63%	49%	44%	44%
Percentage of Students at Advanced Proficient	9%	0%	2%	0%	0%
Number of Students Tested	48	51	58	55	64
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	2	3	1	0	0
Percent of Students Alternatively Assessed	4%	6%	2%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	100%	92%	*N/R	N/R	N/R
Percentage of Students at or Above Proficient	86%	58%	N/R	N/R	N/R
Percentage of Students at Advanced Proficient	10%	0%	N/R	N/R	N/R
Number of Students Tested	42	38	N/R	N/R	N/R
2. Hispanic					
Percentage of Students at or Above Partially Proficient	100%	92%	90%	83%	82%
Percentage of Students at or Above Proficient	89%	56%	50%	47%	40%
Percentage of Students at Advanced Proficient	7%	0%	3%	0%	0%
Number of Students Tested	27	36	40	30	45
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	88%	87%	87%	92%
Percentage of Students at or Above Proficient	63%	63%	61%	63%	62%
Percentage of Students at Advanced Proficient	5%	7%	6%	7%	9%

*N/R indicates Not Reported

Colorado Student Assessment Program Tests
Columbian Elementary School, 5ᵗʰ Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	**April**	**April**	**April**	**April**	
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	95%	92%	88%	89%	
Percentage of Students at or Above Proficient	74%	57%	51%	61%	
Percentage of Students at Advanced Proficient	2%	0%	5%	2%	
Number of Students Tested	46	61	43	57	
Percent of Total Students Tested	100%	100%	100%	100%	
Number of Students Alternatively Assessed	3	1	0	0	
Percent of Students Alternatively Assessed	7%	2%	0%	0%	
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	95%	92%	*N/R	N/R	
Percentage of Students at or Above Proficient	74%	56%	N/R	N/R	
Percentage of Students at Advanced Proficient	3%	0%	N/R	N/R	
Number of Students Tested	39	50	N/R	N/R	
2. Hispanic					
Percentage of Students at or Above Partially Proficient	94%	93%	92%	90%	
Percentage of Students at or Above Proficient	69%	60%	48%	55%	
Percentage of Students at Advanced Proficient	3%	0%	8%	0%	
Number of Students Tested	36	42	25	40	
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	87%	86%	88%	
Percentage of Students at or Above Proficient	69%	66%	63%	64%	
Percentage of Students at Advanced Proficient	9%	8%	7%	8%	

*N/R indicates Not Reported

Colorado Student Assessment Program Tests
Columbian Elementary School, 5th Grade Math

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	**May**	**May**	**May**	**May**	
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	98%	97%	93%	95%	
Percentage of Students at or Above Proficient	67%	47%	60%	66%	
Percentage of Students at Advanced Proficient	28%	14%	14%	21%	
Number of Students Tested	46	59	43	58	
Percent of Total Students Tested	100%	100%	100%	100%	
Number of Students Alternatively Assessed	3	1	0	0	
Percent of Students Alternatively Assessed	7%	2%	0%	0%	
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	97%	98%	*N/R	N/R	
Percentage of Students at or Above Proficient	67%	44%	N/R	N/R	
Percentage of Students at Advanced Proficient	28%	10%	N/R	N/R	
Number of Students Tested	39	50	N/R	N/R	
2. Hispanic					
Percentage of Students at or Above Partially Proficient	97%	95%	96%	97%	
Percentage of Students at or Above Proficient	61%	43%	65%	59%	
Percentage of Students at Advanced Proficient	19%	18%	12%	18%	
Number of Students Tested	36	40	26	39	
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	86%	86%	86%	
Percentage of Students at or Above Proficient	59%	56%	55%	51%	
Percentage of Students at Advanced Proficient	22%	20%	20%	13%	

*N/R indicates Not Reported